

### School Development Plan 2009/2010 – 2011/2012

**Major Concern I: Revitalizing the School Curriculum to foster leaders of the age – to give greater emphasis on the development of students’ language proficiency, self-esteem, social and personal value systems**

Intended Outcomes / Targets	Strategies	Time Scale			Success Criteria
		09/10	10/11	11/12	
<ul style="list-style-type: none"> <li>● To strengthen the communicative ability of students through improvement in language proficiency, reasoning skills, and expressive power</li> </ul>	<ul style="list-style-type: none"> <li>● Generic skills, such as language skills in English or higher-order-thinking skills, are identified and applied in classroom teaching in order that students can apply the skills in context of different disciplines.</li> <li>● The extensive reading habit is promoted among students through               <ol style="list-style-type: none"> <li>1. the extensive reading schemes implemented separately by Chinese and English departments;</li> <li>2. the morning reading sessions;</li> <li>3. book sharing by teachers and students during morning reading sessions, assemblies, and in School Web Page;</li> <li>4. compilation of a recommended book list that covers different disciplines and intellectual requirements;</li> <li>5. the formation of guided book study groups led by teachers or student leaders;</li> <li>6. newspaper cutting exercises assigned in both Chinese and English lessons.</li> </ol> </li> <li>● As the means to sharpen students’ critical thinking skills, debates are promoted through</li> </ul>	√	√	√	<ul style="list-style-type: none"> <li>● Students show improvement in English and communicative ability, and it is evidenced by comparing their performance in Pre-S1 AT, internal assessments, TSA, or CE.</li> <li>● Students are engaged in reading books of diverse disciplines under the supervision of different subject teachers.</li> </ul>

	<ol style="list-style-type: none"> <li>1. integrating the debate skills in the S1-4 Chinese curriculum and S3 English classes;</li> <li>2. conducting inter-class (Chinese debate and English debate are organized for S1-7 classes respectively) and inter-house debate competitions; and participating in inter-school competitions.</li> </ol>				<ul style="list-style-type: none"> <li>● There are high class participation rate in debate competitions.</li> <li>● Favourable comments are given by adjudicators in debate competitions.</li> </ul>
<ul style="list-style-type: none"> <li>● To empower students, guided by mutual respect and sincerity, with the confidence to air their opinions</li> </ul>	<ul style="list-style-type: none"> <li>● An open school atmosphere is created through <ol style="list-style-type: none"> <li>1. conducting school-student consultative meetings on school policies;</li> <li>2. encouraging the Student Association to build up the hierarchy to include representatives from different forms such that folk opinions from students can be effectively collected.</li> </ol> </li> </ul>	√	√	√	<ul style="list-style-type: none"> <li>● Students can proactively make contributions in formulating school policies.</li> </ul>
<ul style="list-style-type: none"> <li>● To develop students' sense of social responsibility by keeping track of current issues</li> </ul>	<ul style="list-style-type: none"> <li>● Talks, workshops, open forums or display boards on current issues are arranged in assemblies, class periods or after school by the School Civic Education Team, Student Union, Social Science Club or other extra-curricular clubs.</li> </ul>	√	√	√	<ul style="list-style-type: none"> <li>● Students can confidently apply the knowledge in their daily writing, discussions and debates.</li> </ul>
<ul style="list-style-type: none"> <li>● To enable students to develop their personal career and life goals</li> </ul>	<ul style="list-style-type: none"> <li>● Students develop the habit of tracking their personal development, evaluating the progress made, and making reflections through the implementation of the Life Building Scheme with guidance of class advisors.</li> <li>● Students in senior forms are required to compile their Student Learning Profiles together with their Self Accounts through the support of the Career and Further Studies Committee and their respective class advisors.</li> </ul>	√	√	√	<ul style="list-style-type: none"> <li>● Students are able to produce their development plans and make self evaluation annually.</li> <li>● S6 graduates can produce their Student Learning Profiles and Self Accounts that are articulated with their extra-curricular participations.</li> </ul>
<ul style="list-style-type: none"> <li>● To ensure students make academic achievement in</li> </ul>	<ul style="list-style-type: none"> <li>● Gifted students and high achievers are nominated to participate in external competitions and conferences to</li> </ul>	√	√	√	<ul style="list-style-type: none"> <li>● More students are nominated to attend activities outside school.</li> </ul>

<p>keeping with their abilities</p>	<p>broaden their horizon.</p> <ul style="list-style-type: none"> <li>● Remedial measures for below-par performers           <ol style="list-style-type: none"> <li>1. small class teaching in English and Chinese is arranged in S1-3 for bottom 40% students ;</li> <li>2. remedial class in mathematics is arranged after school;</li> <li>3. Weekly Learning Enhancing Classes are arranged in S1-3 for bottom 10 students.</li> </ol> </li> </ul>				<ul style="list-style-type: none"> <li>● Any slipping students can be identified timely and remedial measures can be made immediately.</li> <li>● Students in the remedial classes show improvement in internal assessments and TSA.</li> </ul>
<ul style="list-style-type: none"> <li>● To recognize both academic and non-academic achievements made by students as a means to promote their self esteem</li> </ul>	<ul style="list-style-type: none"> <li>● All types of student achievement are recognized through public prize presentation and experience sharing.</li> <li>● The School actively nominates students to participate in external competitions to recognize their standard of performance.</li> </ul>	√	√	√	<ul style="list-style-type: none"> <li>● Students gain higher scores in the Conduct Assessment Scheme and APASO.</li> </ul>
<ul style="list-style-type: none"> <li>● To develop a positive attitude towards life among students</li> </ul>	<ul style="list-style-type: none"> <li>● The teachings in the Bible are introduced in assemblies, Biblical knowledge periods, Christian Fellowship and Bible study groups.</li> <li>● The school motto is used as the guideline for students to make self reflection in their personal growth in the Life Building Scheme.</li> <li>● Learning packages are adopted as the materials for class periods to consolidate some life values among students.</li> <li>● Students are encouraged to render community services through their participation in the Red Cross, Boy Scouts, Girl Guides, Adventure Ship... etc.</li> <li>● Senior students play an active role as prefects, helpers, mentors in the Angel Project, and Learning Enhancing Class to help the juniors in their personal development.</li> </ul>	√	√	√	<ul style="list-style-type: none"> <li>● The School forms a coherent, harmonious and safe environment for students.</li> <li>● Students show empathy towards deprived groups in society and are ready to render services for the betterment of them.</li> </ul>

**Major Concern II: Enabling the teaching staff to develop into a Learning Organization through regular sharing, team work and cross-curricular collaboration**

Intended Outcomes / Targets	Strategies	Time Scale			Success Criteria
		09/10	10/11	11/12	
<ul style="list-style-type: none"> <li>To assure all newly appointed teachers can receive timely support and render quality teaching in classroom</li> </ul>	<ul style="list-style-type: none"> <li>New Teacher Induction Programme is implemented through a mentor and mentee system such that new teachers, under guidance, can               <ol style="list-style-type: none"> <li>become familiar with the school visions and administration within a shorter time;</li> <li>receive guidance in developing the skills in teaching, classroom management, counselling and test paper setting;</li> <li>design his/her career path for professional development.</li> </ol> </li> <li>New teachers are arranged to visit the lessons of teachers with good teaching performance within the first month of the school year such that they can have exemplary teaching models to follow.</li> </ul>	√	√	√	<ul style="list-style-type: none"> <li>Quality teaching and classroom management can be perceived among new teachers.</li> </ul>
<ul style="list-style-type: none"> <li>To develop the environment that encourages professional dialogue for pursuing improvement in teaching skills</li> </ul>	<ul style="list-style-type: none"> <li>Mutual class observations are arranged in the first school term. The field notes and the post-observation discussion are used as the means for professional development. Panel Chairs are responsible for keeping records of these observations. The Principal or Assistant Principals also participate on some occasions.</li> <li>In the second term, every three teachers form a group and collaborate to design a lesson illustrating a selected</li> </ul>	√	√	√	<ul style="list-style-type: none"> <li>Good practices can be identified as exemplars, and below-par performance is improved with early supporting measures.</li> </ul>

	<p>teaching approach or technique. The lesson plan is tried out by each group member, and improvement is made after each tryout teaching.</p> <ul style="list-style-type: none"> <li>● Good performance is identified and shared in staff development workshops.</li> <li>● Teacher performance appraisals, followed by individual interviews by their seniors, are conducted on the basis of self evaluations, students' feedback in teaching performance survey, lesson observation reports, internal and external examination results, and panel chairs' reports.</li> </ul>				
<ul style="list-style-type: none"> <li>● To ensure staff keep track of the latest development in education</li> </ul>	<ul style="list-style-type: none"> <li>● Sharing of the recent progress in education is evidenced <ol style="list-style-type: none"> <li>1. by panel or department minutes indicating the sharing time during panel meetings;</li> <li>2. through developing a data bank for uploading the workshop/seminar materials.</li> </ol> </li> <li>● Staff development workshops addressing the school concerns and promoting teachers' well being are organized.</li> </ul>	√	√	√	<ul style="list-style-type: none"> <li>● Teachers are well informed of the current educational development and ready to try out innovation.</li> </ul>

### Major Concern III: Deploying resources for the smooth implementation of the NSS curriculum

Intended Outcomes / Targets	Strategies	Time Scale			Success Criteria
		09/10	10/11	11/12	
<ul style="list-style-type: none"> <li>To equip teachers with the subject knowledge and pedagogy of the new senior curricula</li> </ul>	<ul style="list-style-type: none"> <li>Subject teachers attend their respective training courses organized by the EDB to gain thorough understanding of their curricula, pedagogies, assessments and subject contents</li> <li>Workshops on generic skills are organized for teachers to prepare teachers for the new pedagogical approaches</li> </ul>	√	√	√	<ul style="list-style-type: none"> <li>Subject teachers attend all the basic and most enrichment training workshops organized by EDB.</li> <li>Improvement in teaching performance is shown in the stakeholder survey and the school based teaching performance survey.</li> </ul>
<ul style="list-style-type: none"> <li>To allocate resources for LS implementation</li> </ul>	<ul style="list-style-type: none"> <li>A period is assigned to LS teachers in each cycle for collaborative lesson planning.</li> <li>Small group teaching in Liberal Studies by employing an additional teacher to share the teaching load.</li> </ul>	√	√	√	<ul style="list-style-type: none"> <li>Participating teachers recognize the practice is helpful</li> <li>Both teachers and students recognize greater rooms for class interaction with the class arrangement</li> </ul>
<ul style="list-style-type: none"> <li>To widen the exposure of students</li> </ul>	<ul style="list-style-type: none"> <li>Japanese is introduced in the senior secondary curriculum as a step to reinforce global vision among students.</li> <li>Applied Learning Courses are introduced in the school curriculum</li> </ul>	√	√	√	<ul style="list-style-type: none"> <li>&gt;50% of the students can complete the 3-year course and sit the CIE</li> <li>Students attending the course satisfy the requirement for attendance</li> </ul>
<ul style="list-style-type: none"> <li>To provide the platform for OLE development and SLP compilation</li> </ul>	<ul style="list-style-type: none"> <li>Through the implementation of the school based “Life Building Scheme”, students are engaged to set their personal development plan, to keep records of their activities, and to make reflection as the preparation for them to compile their Student Learning Profiles</li> <li>A web-based i-portfolio is installed to make systematic record of students’ other learning experiences and to allow effective communication between teacher-mentors and student-mentees</li> </ul>	√	√	√	<ul style="list-style-type: none"> <li>Students are able to have a balanced participation in OLE according to their own 3-year development plan and to produce their SLP’s supplemented by self-accounts.</li> </ul>

